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ABSTRACT

In common with many other people, librarians have been too prompt to assume that availability of books and materials will necessarily lead to their utilization. What has happened in all too many American communities is that libraries are intensively used by only a small portion of the population, while the vast majority are untouched by the library's service and its genuinely useful social and educational function. How librarians are committing themselves to reverse this trend is the subject of this brochure. Elementary and secondary school libraries, academic libraries, and community public libraries have all affirmed the goals of the Right To Read program, a national endeavor to eradicate illiteracy and functional illiteracy in the United States. Described here are the ways in which Federal funds have been used to sponsor local library activities in support of these goals. Such activities include tutorial sessions in inner-city libraries, reading-readiness programs in day-care centers and nursery schools, remedial reading exercises for out-of-school adults with difficulties in reading and writing, and bilingual collections and services for those who are literate in a language other than English. Taken together, they represent the library's new contribution to opening the once-closed covers of books for thousands of Americans. (Author)

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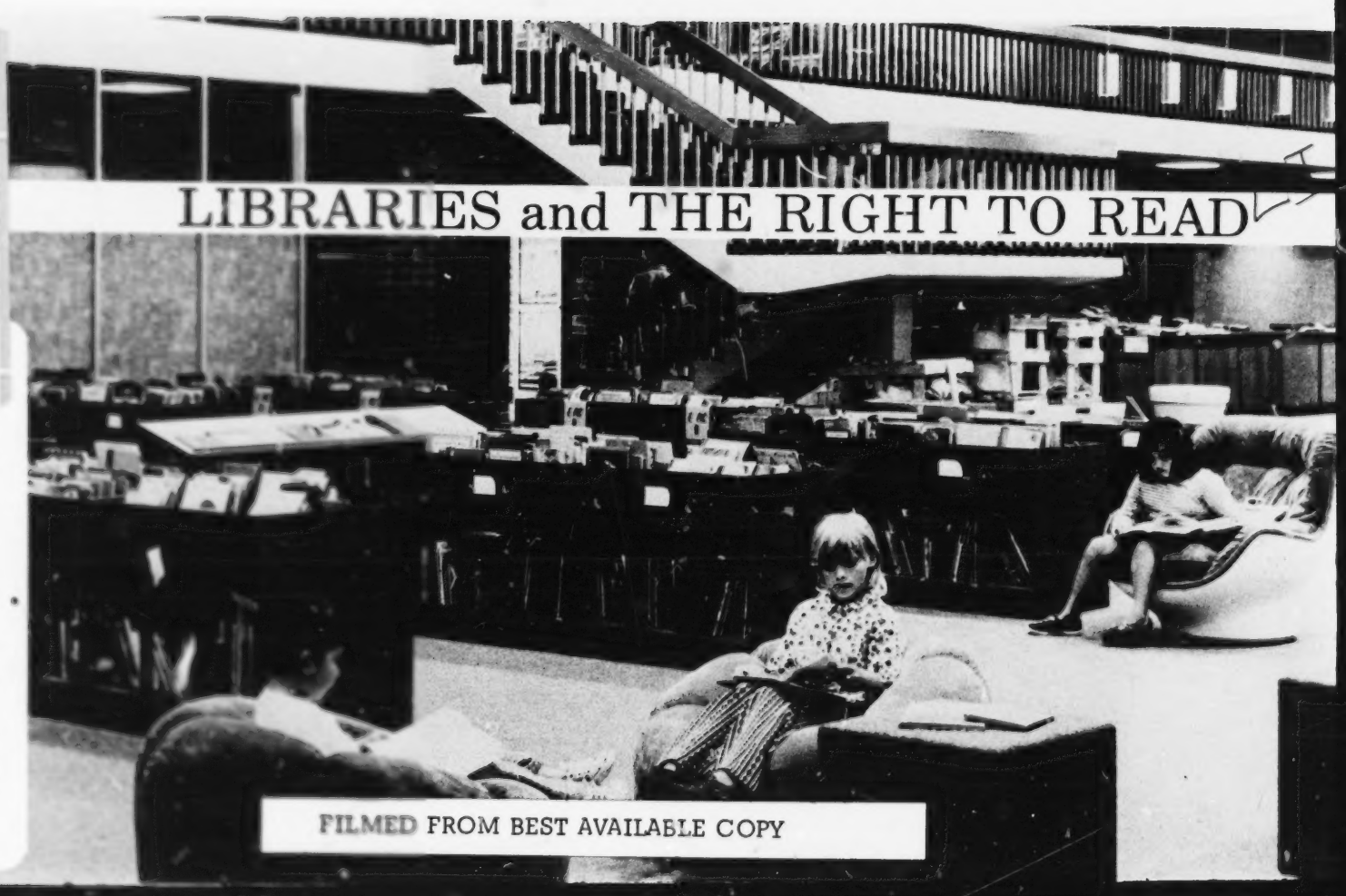

# LIBRARIES and THE RIGHT TO READ

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# LIBRARIES and THE RIGHT TO READ

A Summary of USOE-Funded Programs and Projects Illustrative of the Library's Concern for the National Right To Read Effort

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Bureau of Libraries and
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# FOREWORD

In his proclamation on International Book Year in the United States, issued March 13, 1972, President Nixon made this important comment:

> Today, with high-speed presses, mass distribution of printed matter, and well-stocked libraries, we may carelessly assume that the knowledge contained in books is equally available to all Americans. But the right to read requires more than just the availability of books. It also requires the ability to read. In spite of our commitment to the concept of universal education, millions of our citizens are still so deficient in reading skills that the covers of books are closed to them.

In common with many other people, librarians have been too prompt to assume that availability of books and materials will necessarily lead to their utilization. What has happened in all too many American communities is that libraries are intensively used by only a small portion of the population, while the vast majority are untouched by the library's service and its genuinely useful social and educational function.

How librarians are committing themselves to reverse this trend is the subject of this brochure. Elementary and secondary school libraries, academic libraries, and community public libraries have all affirmed the goals of the Right To Read program, a national endeavor to eradicate illiteracy and functional illiteracy in the United States. Described here are the ways in which Federal funds have been used to sponsor local library activities in support of these goals. Such activities include ıtorial sessions in inner-city ..ɔraries, reading-readiness programs in day-care centers and nursery schools, remedial reading exercises for out-of-school adults with difficulties in reading and writing, and bilingual collections and services for those who are literate in a language other than English. Taken together, they represent the library's new contribution to opening the once-closed covers of books for thousands of Americans.

DICK W. HAYS
*Acting Associate Commissioner,*
Bureau of Libraries and
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U.S. Office of Education

# PUBLIC LIBRARIES and the RIGHT TO READ

**The activities which public libraries sponsor in relation to the national Right To Read goals are manifold. Preschool and school-age story hours, media vans which traverse inner-city streets, parents' discussion groups on children's books and home reading, placement of minilibraries in strategic spots such as day-care centers or public housing projects—all these show the nationwide concern of public libraries to promote skill in reading and an appreciative regard for it.**

In the fiscal year ended June 30, 1972, almost $5,000,000 was expended under the Library Services and Construction Act (LSCA) for public library projects in support of the Right To Read effort. This sum represented a 49-percent increase in allocating funds for the national reading program over the preceding year.

No single account can encompass or describe all of these projects. The following examples are selected merely to give some idea of the scope and variety of the reading activities in libraries that are being supported by Federal funds.

*Biblioteca Ambulante* is a specially equipped mobile unit which operates in the outlying parts of four central California counties with large numbers of farmworkers and migrants, many of them of Mexican descent. Painted the colors of the Mexican flag, the van houses films in both English and Spanish, recordings, paperbacks, comic books, and contemporary books purchased from Mexico, Spain, and Cuba. *Biblioteca Ambulante* reaches 5,000 people, 60 percent of whom are Spanish-speaking Americans. As a result of its operation, considerable impact has been made on the reading habits of these people. Unlike the United States, Mexico has no developed system of lending libraries. For many of these community residents, then, the traveling van has represented their first exposure to books and materials which are lent without charge. A survey of the project's participants indicates that not only do they read more but they also read with greater comprehension and understanding. Among the children, school assignments

were being carried out with greater success and half of the children reported that they were helping other students with their homework. More significantly, the project has been instrumental in making these Spanish-speaking Americans believe that the traveling van is something the Government has done for them without demeaning them. Subtly, the work of *Biblioteca Ambulante* is influencing other libraries to promote the use of Spanish-language materials and bilingual notices and signs.

Serving the needs of low-income black children is the Homework Assistance Program sponsored by the Langston Hughes Community Library and Cultural Center in Queens, N.Y. Neighborhood Youth Corps tutors, neighborhood volunteers, and the center's staff form a concerned cadre of people who work with the elementary school children from 3 to 5 p.m., Monday through Friday. The New York City Board of Education furnishes tutors for the high school participants. On an average day some 25 to 30 children take advantage of the program, which provides tutoring on a 1-to-1 basis and a check on the assignment before they leave the building. The Homework Assistance Program is but one of a number of educational and cultural programs sponsored by the Langston Hughes Center. Nikki Giovanni has read her poetry, Swahili is taught, and members of the *New York Times* staff offer courses in journalism and assist with the publication of the center's own newspaper. The result has been an improvement of both the reading and library skills of the participants. Reading comprehension has been positively influenced, and the children find that they are doing better in school. Teachers and parents are also appreciative of the program.

In the Spanish-speaking neighborhood served by the Esperanza Branch of the Albuquerque Public Library in New Mexico, 63 percent of the school children read below grade level and continue to fall behind in reading achievement. The branch library, in cooperation with the community's elementary school, designed a preschool program that prepares children without kindergarten experience to learn to read. With the aid of nontraditional library resources, such as a primary typewriter and other equipment which the children themselves could

operate, a reading readiness program was begun. Sixty preschool children and their parents participated in the initial year of the program's operation.

Encouraging the reading readiness of economically disadvantaged preschool children in Brooklyn is the major emphasis of the preschool story hour program sponsored by the Brooklyn Public Library. Initiated in 1965 with Federal funds under the LSCA, this program serves children in day-care centers, nursery schools, and other early-childhood institutions in some of the most depressed areas of the Borough. Based in the local branch libraries, a corps of storytellers take their canvas bags of books to the child-care centers, many of which have no books or materials of their own. The storytellers remain in the centers for 1 hour, providing a program of stories, finger plays, and games. Part of the time is set aside for the children to browse through the books, an important part of the activity since the majority of these children come from homes where books are not bought. Since the program's inception approximately 250,000 children have participated. The impact is measured in the increase of the children's skills in counting, in learning the alphabet, and in recognition of colors and objects. The children like being read to and show considerable interest in learning to read themselves, an activity which they associate with being "grown up."

Federal funds have also been used to implement a program conceived on a much smaller scale but one that is no less important: the teaching of English as a second language. Classes in oral and written English are held at the Lincoln Heights Branch of the Los Angeles Public Library system for young adult and adult Spanish-speaking Americans who speak almost no English. The Los Angeles Unified School District supplies a professionally trained instructor who works with approximately 25 to 30 people in a week. The parents in the program cite "the betterment" of their children as the prime reason for attendance, since lack of English precludes even their understanding of the children's report cards.

A reading motivation program sponsored by the Lexington Public Library in Kentucky operates within a total "outreach" context

in an effort to reach the city's disadvantaged population. Personal assistance in reading is given by the library staff to community residents in their own homes. Children as well as adults are provided opportunities to express their feelings about what they have read. Through simple reading tests participants can determine their own reading levels. In addition, information is supplied about various public agencies, such as health and medical clinics, which can aid in cases where poor eyesight is a factor in reading deficiency.

Under the authority of LSCA, some funds are mandated for the use of special clienteles, such as the blind and physically handicapped, patients in State-operated hospitals or homes, and those who reside in correctional institutions and prisons. Such clients are often difficult to reach, but librarians have put special emphasis on the reading needs of these less-fortunate Americans. Hawaii's Kalaupapa Settlement, a hospital for persons with Hansen's disease (leprosy) where many of the patients are blind or severely physically handicapped, promotes its own reading improvement program through provision of materials, many in nonbook format, as well as facilities for group and individualized learning.

Youthful offenders in Youth Development Centers, Georgia's State correctional institutions, are being particularly addressed through remedial reading programs given in the centers' libraries to improve reading skills and coordinate library activities with the children's rehabilitation. Paperback books and periodicals placed in their cottages, cafeterias, and recreational rooms are freely available to these children and youths, many of whom have been addicted to drugs or have dropped out of school. An unusual feature of this particular project is the involvement of local public libraries in the students' home towns, since each child receives a library card from his hometown library on leaving the center.

In Louisiana, an inmate of the Louisiana Correctional and Industrial School paid his own personal tribute to the part which books and reading played in his life. "When I first came here," he wrote in the school's newsletter, "my education was only 7.5, but after three weeks of reading in the library I managed to bring it up to 8.9." "If you want to help yourself while you are here," he advised his fellow inmates, "you can do so in many ways and one of

them is the library. I've gained and I know that you can too."

Through writing workshops, storytelling, creative dramatics, tutorial and homework assistance programs, and many other reading and reading-related activities, the public library endeavors to bring the value of books and reading to everyone from the preschool child to the elderly resident in a nursing home. Thus, the library becomes a logical site for community involvement in the national Right To Read effort and plays a distinctive part not only in improving reading skill but also in imparting to its users a desire to learn and know through books.

# SCHOOL LIBRARIES and the RIGHT TO READ

The role of school libraries and media centers in enhancing the reading program of elementary and secondary schools is vital. With their attractively illustrated books and array of films and recordings, school media centers offer a host of rich resources for students wishing to learn on their own and teachers hopeful of making classroom study more attractive to their pupils.

Title II of the Elementary and Secondary Education Act (ESEA) provides Federal funds for the purchase of these resources which are central to the effective carrying out of a reading program. The use of these funds, conjoined with other aspects of Federal programs, e.g., title I of ESEA and title III of the National Defense Education Act (NDEA), has prompted many local school districts to develop their innovative reading projects. A number of these projects have been described in the publications entitled *ESEA Title II and the Right To Read: Notable Reading Projects.* Copies may be obtained from the Bureau of Libraries and Learning Resources. The following examples reflecting the scope and variety of these projects were gleaned from these reports.

In Midwest City, Okla., almost 700 public and private school children drawn from nine of the city's schools participate in the activities of a laboratory reading program. These students have average intelligence but read below their normal grade level. Recording sessions, learning games, choral reading, and roundtable discussions are some of the methods by which the teachers stimulate reading interest. Library materials, such as easy books, current magazines, newspapers, and pamphlets, are used to provide for individual interests and skills. In addition, counseling and home visits are provided to determine the reasons why the children have a reading problem. This project is an excellent example of the ways in which Federal funds can be used for a common goal: ESEA

title I provided the funds for the salaries of the staff; ESEA title II was used for the purchase of the books and materials; and NDEA title III funded the equipment for the reading lab.

In a junior high school in Portland, Oreg., the faculty are experimenting with a saturation technique to stimulate the reading of some 600 students. Contemporary record albums, paperback books, periodicals, media mix kits, and filmloops are all available. The pupil's selection of his own learning material is emphasized. The environment of the school, enhanced by the scope and variety of the materials, contributes to individuality and personal growth.

Over 200 students enrolled in four Bureau of Indian Affairs schools are participating in a reading-related project which draws on the resources of a bookmobile serviced by the staff of a boarding school for Indian children in Crownpoint, N.M. Pupils in such isolated, rural schools, without access to instructional materials at home, profit from those provided by the mobile service. School personnel were given inservice instruction in the use of these materials. For the pupils resident in the boarding school, dormitory libraries of easy-to-read and paperback books were supplied.

The enrollees of four special schools for neglected or delinquent children in Alameda County, Calif., are benefiting from the resources of a campus center stocked with print and audiovisual materials. Wards of the juvenile court, these children are not only educationally deprived but are often emotionally disturbed. Their reading level varies from 3 to 5 years below grade level. Consequently, emphasis is placed on individualized reading instruction, and teachers place stress on easy-to-read books, cassettes, records, and films to foster the students' reading interest.

The involvement of the family has proved an incentive to the reading of nearly 100 junior high school students in Mt. Vernon, Ind. Minilibraries of books, periodicals, recordings, tapes, and filmstrips have been organized for long-term loan to the families of the students. The collections were chosen with the interests of the entire family in mind and were put in homes where reading was not considered of great importance. Basic to this project was the idea that young people might show more interest in reading if their

parents proved themselves partners in the act of reading itself.

The concept that young people should have a share in the selection of their own books was an unusual feature of a title II ESEA project in Salem High School, Salem, N.J. A group of pupils accompanied the school's media specialist to a paperback bookstore where their wishes for certain titles were not only welcomed but also accommodated. The materials were purchased on the spot and circulated that same day to a very satisfied group of youngsters eager for responsibility and pleased to be proved worthy of trust.

Students selected for their academic ability, interest, and empathy with their fellow students volunteered to aid nonreaders in a public high school in Elmira Heights, N.Y. Over 600 secondary school pupils who need tutorial assistance are being aided by this project, which helps young people to read and comprehend everything from an application for a social security number to a manual on automobile repair.

ESEA title II and the Right To Read effort have been the subject of a number of conferences attended by the State title II coordinators, State school library supervisors, and State reading specialists. The conferences have stressed the importance of good management for the implementation of reading programs and effective dissemination of information relating to projects funded by title II.

The first series of conferences held in 1971 afforded an opportunity for the participants to hear and watch multimedia presentations of some of the exemplary projects. During the following year, the role of books and reading in the lives of disadvantaged children was featured as a conference theme. Participants were given an opportunity to make on-site visits to 10 elementary and secondary schools in the ghetto areas of Chicago where the provision of media services is especially important to children resident in urban and neglected neighborhoods. The conferees also heard informative presentations made by specialists in reading for gifted children, career education, early childhood education, and reading in substantive fields.

Suggestions and ideas exchanged through conferences, publications, audiovisual presentations, and other means have set off a chain reaction in many States. Through reports made by the State departments of education to USOE, it is clear that State administrators of the title II program and personnel concerned with the teaching of reading are more than eager to administer the program in such a way that learning and instructional materials contribute significantly both to the improvement of reading and to the educational process itself.

# COLLEGE LIBRARIES and the RIGHT TO READ

Academic libraries have proved to be no exception in supporting the national goals of the Right To Read movement. Under title II-A of the Higher Education Act (HEA), libraries in academic institutions are eligible for Federal funds to support their acquisitions of books, periodicals, documents, tapes, recordings, and other materials.

In recent years many colleges have tended to make use of these Federal grants to purchase materials on topics of social importance. Such purchases have included books, journals, and films dealing with the Nation's ethnic minorities, the current crisis in youthful drug addiction, the threatened national environment, and increased emphasis on the education of preschool children. Significantly featured among these social concerns has been the right to read.

Academic librarians have shown considerable innovation in linking resource purchases to the needs of their student bodies. Some 600 titles bought by the Alabama Agricultural and Mechanical College in Normal, Ala., were housed in an informal study area for the use of the college's Upward Bound students. Selected for their high interest and easy readability, these books were cataloged more simply than those used in the campus library. The result was an easy, informal introduction to college-level reading for many students from economically disadvantaged homes.

A grant under this program made possible the development of the Reading Center at the University of Vermont and State Agricultural College in Burlington. The library purchased books designed to enhance the professional improvement of teachers and reading specialists. Materials dealing with diagnosis and remediation were emphasized so that knowledge could be gained to improve instruction of the retarded reader. In addition, a special collection of materials was acquired for use by children, teachers, and tutors of children. Selected for readability, high interest, and the quality of their illustrations, these books are used during the on-campus tutoring sessions and in the public schools where the university students do their practicum.

Carl Sandburg College in Galesburg, Ill., purchased a multimedia collection of materials dealing with reading development. Tapes containing phonics drills were acquired for students with varying levels of competency and are being used on an individualized basis in

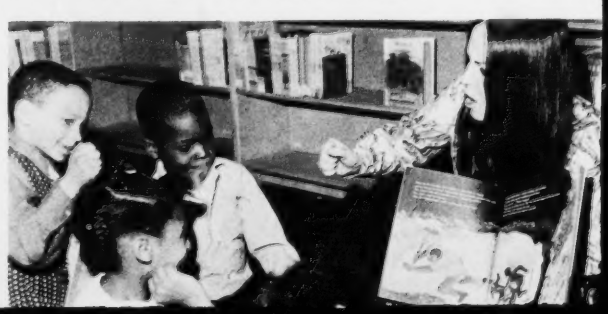
a learning lab by students with reading difficulties. A series of adult reading improvement lessons for instructional television was also purchased as resource material for the instructors and faculty. Personnel of the college's Learning Resource Center are active partners with the adult basic education (ABE) instructors who work to eradicate the reading problems of their students, many of whom are welfare recipients. The center's staff have even processed a small library encompassing many levels of reading competencies for use solely with the ABE program.

Purchase of many important educational works dealing with reading was accomplished at the University Libraries of Indiana University with the aid of Federal funds. In addition, the library staff took the initiative in preparing a Right To Read bibliography, distributing 400 copies throughout the State to local boards of education; public libraries; civic organizations such as the Model Cities agencies in Indianapolis, Gary, and South Bend; and to all the State's colleges and universities.

Program materials on English as a second language were acquired by the University of New Hampshire for use on a branch campus with a heavy enrollment of students for whom English is a second language. This branch campus is situated in a Model Cities neighborhood, where many residents cannot read English with sufficient skill even to pass a driver's examination.

Southern Methodist University reports the building of a special collection to support the Right To Read effort. A faculty member in the education department is one of two USOE consultants in the Southwestern States who work throughout the region on the reading campaign. Through her efforts and those of the library staff, the materials purchased for the library are being actively used by local groups responsible for reading projects.

Students in the Upward Bound program receive special attention in the library of the College of Saint Elizabeth, Convent Station, N.J. Materials were purchased in three significant areas: drug education, ecology, and black studies. More importantly, the materials were acquired in various levels of readability so that students could read about their topics at their own rate and skill level. The college used its own funds to match the Federal grant and purchased audiovisual materials in each of the three designated subject areas.

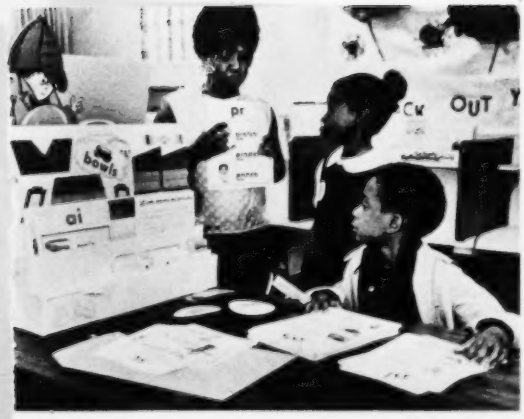


# LIBRARY and INFORMATION SCIENCE DEMONSTRATION

The degree to which people use libraries and information centers in our society is directly related to their level of education. Study after study of library usage confirms this factor. As the authors of a special report prepared for the National Advisory Commission on Libraries noted: "Even when other factors are considered (sex, race, economic level), *the educational level of library users emerges as the most important single factor affecting library behavior.*" Consequently, the informational and educational richness of America's traditional libraries has been largely the preserve of its more highly educated citizens. In recent years, librarians have become increasingly aware that their services and resources must be extended to hitherto overlooked clienteles who need information and educational materials but lack sufficient facility in reading to locate them in community libraries.

The search for more effective ways to relate books, reading, and information to the needs of many functionally illiterate adults and poorly educated children has been the subject of some significant research and demonstration activities carried out under the library demonstration authority of HEA title II-B. The first of these, a study of adult "new readers," was begun at the University of Wisconsin in 1967. Adult new readers were defined as persons 16 years of age or older, whose formal education had not extended beyond grade 11 and whose reading level did not exceed that of an eighth-grade student. An extensive sampling of almost 500 of these readers was made in five major metropolitan areas: New York, Cleveland, Baltimore, Los Angeles, and Philadelphia. All of these readers were then participating in some formal educational program such as ABE or high school equivalency. The purpose of this sampling was to determine the recreational, educational, and informational needs of adult men and women for whom reading was a new and often difficult experience.

With these data in hand, the researchers then went ahead to develop standards for reading materials that would support these readers in the exercise of their newly found skill. No previous research had undertaken the topic of the relationship of adult literacy to the reading materials found




in libraries. A materials analysis checklist was developed for subsequent use by librarians in areas having large numbers of unskilled readers. The checklist is also useful for students in the Nation's library schools who require specific training for work with the economically and socially disadvantaged.

The resource needs of school-age children was the subject of a second major research investigation conducted in Philadelphia under the auspices of the Philadelphia Student Library Resource Requirements Project. During the late sixties a survey was taken of children enrolled in the city's public, private, and parochial schools to determine where children obtained their resource materials both for recreation and homework and to evaluate the learning resources of the city's library systems in relationship to the needs of the students. The research team found that as children moved forward through the graded school structure the use of libraries declined. While only 1 percent of Philadelphia's fourth-graders had not visited a library during the months of the school year preceding the survey, 16 percent of the 12th-graders failed to visit either a school or public library. This change in attitude toward libraries was closely paralleled by the students' decreased interest in reading for pleasure. In fact, one of the most disturbing findings of the survey was that children lose this interest the longer they remain in school.

Of particular concern to the researchers were those children in the lower socioeconomic areas of the city. The survey revealed that these children find it more difficult to visit public libraries and express less need for library materials than do other students in the city's schools.

Reversing this trend of declining student interest in reading and libraries is the goal of the important demonstration activity now being sponsored in an inner-city community in south-central Philadelphia. A conveniently located facility has been made available for a community-based multimedia "action library" comprising books, magazines, tapes, films,

games, and recordings. A qualified reading specialist in the Philadelphia School District works directly with the children to offer diagnostic and remedial work for those with reading problems. The children's achievement and improvement will be tracked during the period of the demonstration, and evaluation of their progress will be measured by the Philadelphia Readiness Test, Stanford Achievement Test, and the IOWA Tests of Basic Skills. Other research proposals supported by the research and demonstration program have included a study of exemplary public library reading and reading-related projects, an investigation into the particular problems of providing resource materials to American Indians resident on reservations, and a massive survey of the informational and reading needs of the Spanish-speaking population in five Southwestern States: New Mexico, Texas, Arizona, California, and Colorado.

# TRAINING LIBRARIANS and MEDIA PERSONNEL for the RIGHT TO READ EFFORT

Symptomatic of the interest and concern of the library profession in the Right To Read effort has been the use of funds under HEA title II-B for Right To Read institutes.

Federal monies for training institutes dealing with reading and the library's role in furthering the national goal have been granted to such institutions as the University of Alabama, Emory University, Atlanta University, the University of Washington, and the University of Kentucky. Sponsored during 1971 and 1972, these programs focused on all aspects of reading development, ranging from the needs of the preschool child to those of the out-of-school adult. Over 500 participants shared in these federally funded training institutes which dealt with such topics as coordination of the library's reading program with community agencies, leadership responsibilities of the library to encourage the development of reading abilities, utilization of volunteers in library activities, techniques of reading aloud and storytelling, and the teaching of reading. Special efforts have been made to extend these activities beyond the parent campus which received the grant. The University of Kentucky, for example, took advantage of its closed-circuit broadcast system to televise the institute proceedings to 14 Kentucky community colleges.

The institute sponsored by the University of Washington emphasized the leadership role of the library in the development and implementation of reading programs. Emphasis was given to the importance of librarians in structuring sound training programs for teachers, administrators, parents, and volunteers in the areas of storytelling and reading-aloud activities and the utilization of nonprint materials in individual and group situations. Thirty school and public librarians representing State library agencies, State departments of education, local public libraries, and local public school districts were invited to participate in the institute. During a 1-week period the participants were exposed to lectures, panels, discussion groups, and practicum experiences in

laboratory sessions. The topics covered were identification of the reading problem and its relationship to libraries, development of a partnership relationship between audiences involved in Right To Read programs and library personnel, and promotion of networks of activities and services. Instructional staff for the institute included members of the University of Washington faculty, staff members of State agencies serving education and libraries, and other invited guests from allied fields.



The principal purpose of a 2-year institute sponsored by the East Tennessee State University was to recruit and train as school media specialists 18 persons who live in the Appalachian region. Each possessed a basic general education of at least 2 years of college but had dropped from school for lack of funds. The second goal was to demonstrate to educators and the community that adequate media services are essential for success in Right To Read, early childhood, and improved inservice programs. To accomplish this, the East Tennessee State University included reading instruction and audiovisual education or communication as a part of the curriculum for trainees enrolled in the graduate program leading to a M.A. in School Librarianship.

The various projects described in this brochure were supported in part by the following legislative authorizations:

- Library Services and Construction Act (Public Law 91-600)
- Elementary and Secondary Education Act, title II (Public Law 89-10)
- National Defense Education Act, title III (Public Law 85-864, as amended)
- Higher Education Act, title II (Public Law 89-329)

Information about these legislated programs is available from the 10 regional offices of the U. S. Office of Education. A list of the addresses of the library services program officers in each region follows:

REGION I

Library Services Program Officer
John F. Kennedy Federal Building
Government Center
Boston, Mass. 02203

REGION II

Library Services Program Officer
Federal Building
26 Federal Plaza
New York, N. Y. 10007

REGION III

Library Services Program Officer
P.O. Box 12900
Philadelphia, Pa. 19108

REGION IV

Library Services Program Officer
50 Seventh Street, N.E.
Room 550
Atlanta, Ga. 30323

REGION V

Library Services Program Officer
300 South Wacker Drive Building
Chicago, Ill. 60606

REGION VI

Library Services Program Officer
1114 Commerce Street
Dallas, Tex. 75202

REGION VII

Library Services Program Officer
601 East 12th Street
Kansas City, Mo. 64106

REGION VIII

Library Services Program Officer
Federal Office Building
19th and Stout Streets
Denver, Colo. 80202

REGION IX

Library Services Program Officer
50 Fulton Street
San Francisco, Calif. 94102

REGION X

Library Services Program Officer
Arcade Plaza Building
1319 Second Avenue
Seattle, Wash. 98101

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